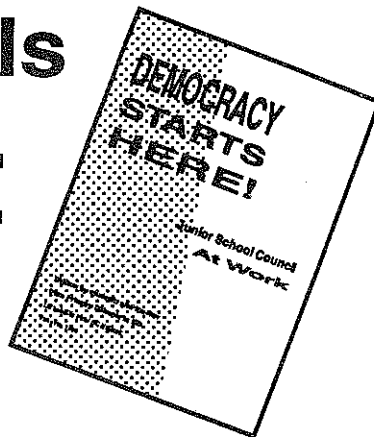


# **Connect**

Number 102:  
December 1996

***supporting student participation***

## **Junior School Councils Writing About Their Work**



*In this  
issue:*

- 'Democracy Starts Here!' Book Launched
- Literacy Decision Making Program
- SRC Newsletter at Kadina HS
- Yorke District Council of Students
- SA Aboriginal Student Futures Forum
- Middle Schooling and *Foxfire*

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# Connect

Number 102

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## Front Cover

Junior School Council students from Ruthven Primary School in Melbourne. A photograph from **Democracy Starts Here!** (see page 3). Photo by Wayne Bolton. Cartoons on pages 9 and 17: Bronwyn Halls - from a JSC Training Day.

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## This Issue



Well, another year. And here is some great holiday reading to keep you inspired and just aching to get back to school in 1997!

In the last couple of months it has been exciting to see developments towards local networks of students in various areas. I was privileged to work with two groups of enthusiastic secondary students in the ACT who have now established student networks at a couple of levels. They've set up a telephone grid to keep in touch with each other, and to call meetings when issues emerge.

At the same time, another group of students was meeting around the Wangaratta area in northern Victoria. I wished I were able to be in two places at once, but Ross Appleby from Karingal SC (and the Peninsula Association of Secondary Students) was able to attend. This student network has promised to be in touch in 1997 and let us all know about developments there.

I was also able to get to two student gatherings in Queensland. Students from schools around Rockhampton met to talk about common issues, and there was a commitment to work on having a more significant say through the local Youth Forum. A little later, a group of students, with support from the Disadvantaged Schools Program, met near Maryborough to plan local changes in their schools. Under the title 'Activating the Voice of Youth', there was a commitment to go beyond just talking about issues, to developing action plans to make a difference in their schools.

And to these we can add the accounts in this issue, of the Yorke District Council of Students and that of the students attending the Area Schools Conference in South Australia. After a period of decline and loss of networking, all these meetings seem to be some indication of a turnaround, and a realisation (again) of the value of students getting together across different schools, to compare needs, to share strategies and to plan joint approaches.

The 4th National Student Participation Workshop in Sydney next July is another occasion to allow both students and adults active in the 'student participation' area to come together to learn from each other. As this issue of **Connect** went to press, I heard that initial planning is underway for this Workshop. More information will be in the next issue.

The ACSA Conference (see page 14 for contact details) will also be an important event, with workshops, papers and roundtables planned to highlight various aspects of student participation.

Please make every effort to be part of both these events - it would be great to meet you all!

Oh .. and Merry Christmas and a Happy New Year! Have a great holiday (if you are); we'll greet you with issue 103 in February.

Roger Holdsworth

**NEXT ISSUE: #103 - February 1997**

**Deadline for material: end of January**

*Junior School Councils say ...*

# DEMOCRACY STARTS HERE!

Primary School student organisations (known variously as Junior School Councils [JSCs], Student Representative Councils [SRCs] and so on) have existed in some schools for many years. They have encouraged and supported students in decision-making partnerships in these schools, and have recognised that practical encouragement for a student role in this decision-making is an important curriculum initiative in the areas of civics and citizenship, language development and social education.

The activities of these student organisations have been documented through the pages of *Connect* since about 1985, but until now, there have been few other resources to support those wishing to encourage the development of primary student organisations.

A new book describing the work of Junior School Councils was recently launched in Victoria. **Democracy Starts Here!** has been

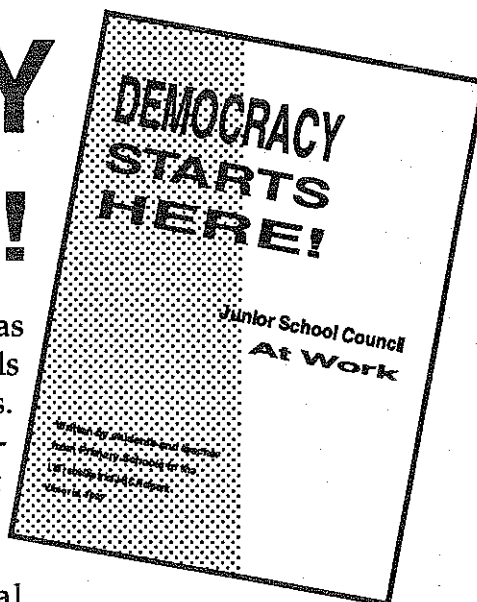
written in 1996 by students and teachers from the LaTrobe District (North-West Region) in Melbourne's northern suburbs. This book is the result of many years' experience of this group of schools in the operation of Junior School Councils. "We want to share these experiences with you, and develop a resource that can meet the increasing queries from schools throughout Australia on

how to operate such Councils," says the introduction to the book.

"We are committed to a partnership in our schools that fully and effectively involves students in sharing decisions about their own education."

## Starting

The development of JSCs in these schools began with support from the School Community



*JSC members  
from Preston  
South Primary  
School discussing  
their school's  
130th  
Anniversary  
display*

Development Program's networks in the area. At the end of that program, the networks made a decision to continue, initially with some support from the Disadvantaged Schools Program, and then from the LaTrobe District. In the book you will read of the development of the network and of its activities, including the organisation of Student Forum or Training Days.

In late 1995 the Network discussed ways to document and share what had been learnt about Junior School Councils. A proposal for a book, written by students and teachers, and talking about the activities, was developed. The Lance Reichstein Foundation provided the support which made the development and publication of the book possible.

## Writing the Book

The teachers from the Network talked about what should be in the book over several meetings. It was decided that it should include sections on **why JSCs were important**, a **profile of the work of each of the schools**, a **practical section on the structure of JSCs** - the most often asked **questions**, and **information of training and other resources available**.

Each JSC was then asked to answer a common set of questions and to outline the area of work that they wished to highlight in their pages. One of the teachers visited each school, and the JSC set up situations for photographs, showing the JSC at work. These photographs then became the basis for student and

teacher writing which described the variety of activities that JSCs are involved with.

A rough layout of the book was produced from this material - photos and writing - and each school checked their section and changed or added to what was included.

The result is a handsome 48 page account which illustrates both the common underlying principles of JSCs and the diversity of their operations, and provides an invaluable resource manual.

## Civics and Citizenship

In recent years there has been strong interest in the development of curriculum in schools around issues of civics and citizenship. Such a curriculum should not only include information about what a good citizen is; it should also recognise that students are already active citizens. They are taking part in important decisions

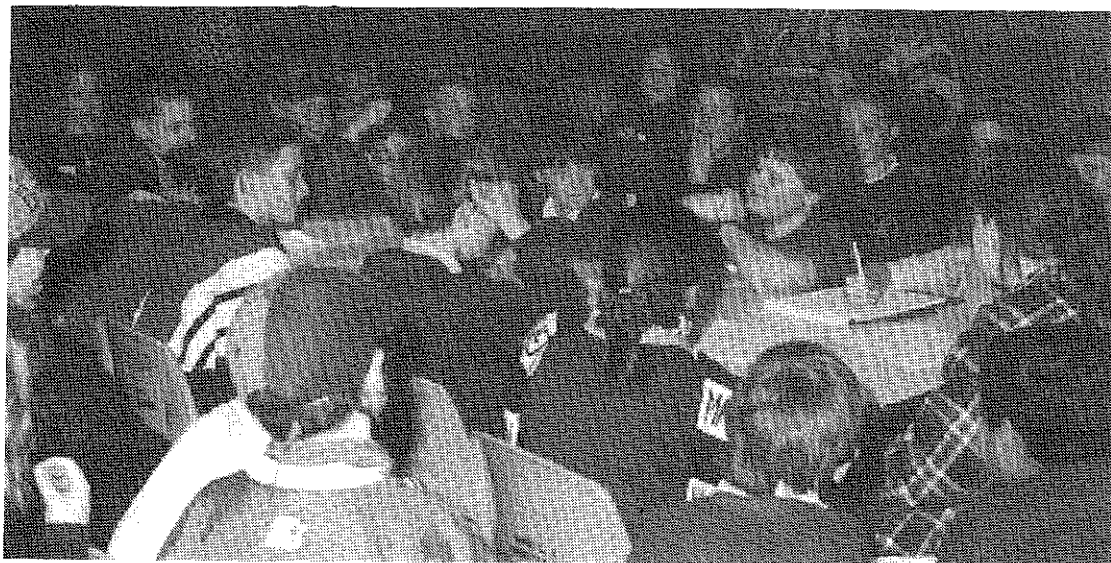
**The commitment to and exercise of democracy starts here - in primary schools.**

## Launch

**Democracy Starts Here!** was launched at the City of Darebin Council Chambers on Thursday, December 12th. The Regional General Manager, Mr Steve McPherson, officially launched the book, and supporting comments were provided by students and teachers involved in writing the book and by the Mayor of the City of Darebin.

## Obtaining & Using the Book

**Democracy Starts Here!** is available from the schools in the Network, and also through *Connect*. Copies are \$5.95 each (\$10 for two copies) or \$7 (\$12 for two copies) including postage. (If you want bulk copies, contact us for information about prices.) Use the form on the back page of this issue of *Connect* to order your copies.



*JSC Training Day, 6th September 1996*

about schools; they are learning about what good citizenship is, by exercising it; they are continually developing a commitment to shared decision making; they are learning that they do have ideas and views and that these are **valuable** to their communities.

The writers of this book say, "The best way to read this book is to **use** it as a tool in developing your own JSC. We hope it is an easy-to-read and practical resource for students, teachers and others. We'd also like to hear from you about your own experiences!"

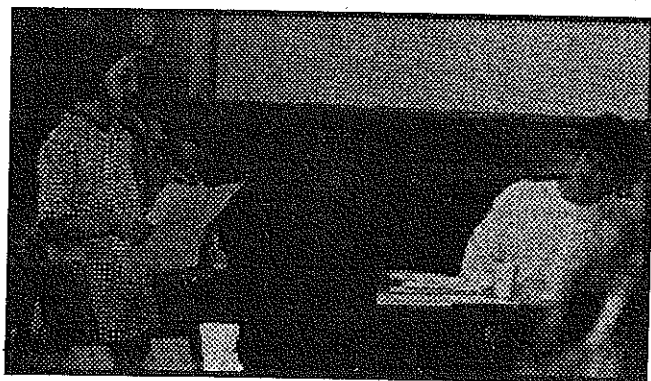


# THE LITERACY DECISION MAKING PROGRAM 1996

## COLLABORATION

In 1995, as part of a critically reflective process, it was decided that there was a need to examine our whole school performance with a view to improving outcomes for the whole school community.

A school improvement committee was formed which gathered information from parents, students and teachers regarding what is working well, what needs to change and what we need to stop doing. The information was collated and the committee planned a Closure Day involving staff, students and parents. During the day, these questions were raised in relation to the areas of Relationships, Decision Making, Resources and Information. We ensured that we had representation from many groups within the school community at the conference day. Another conference was planned for 1996 where identified priorities were formulated into Action Plans involving representation from the whole school community. The School Improvement Conference set the future directions for 1996 which included our literacy Decision Making Program for Term 1.



*Maxine Lee-Morath (student) is reporting on a project for resources at the School Improvement Conference*

incorporated the following aspects:

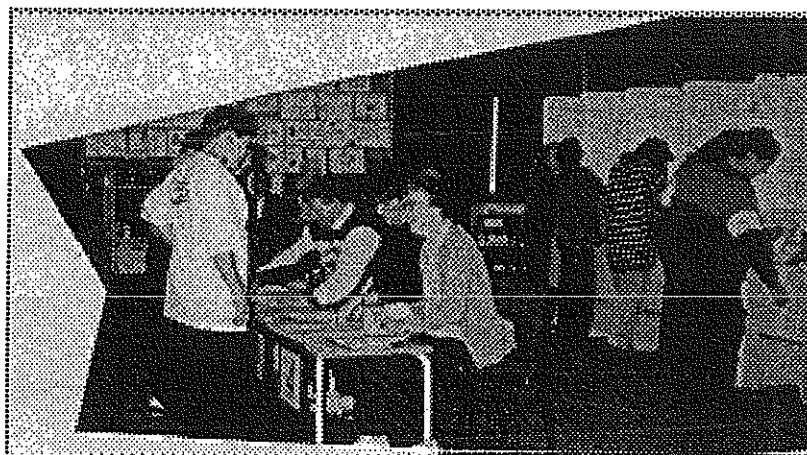
- The roles of the Local, State and Federal Governments;
- Representatives for the people in their electorates;
- The decision making process;
- What makes an effective SRC;
- Planning a campaign;
- The process of voting.

Collaboration and community support both from within the school and from the wider community was an essential feature of the program.

A group of parents worked collaboratively with staff and students to facilitate an election day where a polling booth was set up and students voted using a preferential voting process.

## THE LITERACY DECISION MAKING PROGRAM

This was a whole school program involving Child Parent Centre (CPC) to year 7 students. It empowered students with knowledge and skills in the decision making process at Cowandilla. It was a program which achieved positive outcomes, had the students and staff motivated and could be easily adapted for use by other schools. The class room program was collaboratively planned, taught and

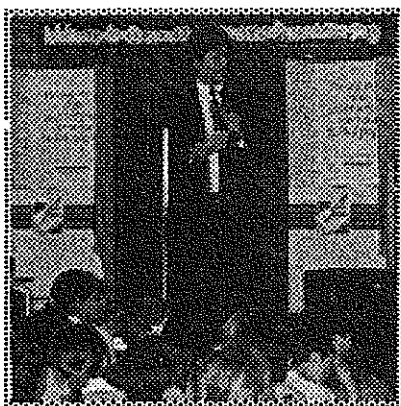


*The election day in action*

The whole program culminated in an election and presentation day. This was attended by Local, State and Federal government representatives. DECS Superintendents and Curriculum Officers also attended the events in addition to our own parent body and School Council. Students felt valued by the wider community and learnt that the decision making process, they had been a part of, was one which was used by the wider community.



*Chris Gallus Liberal MP officially opened our election day*



*The Minister for Education Mr Rob Lucas, gave a speech and presented the SRC students with their certificates*

Our school population is extremely diverse with many different cultural groups represented. We concentrate on celebrating and valuing our diversity. We encouraged and supported the inclusion of all parents in these events by providing translations and interpreters as required.

The process used to initiate and implement this program has ensured that the Student Representative Council's role at Cowandilla is a crucial part of whole school management.

The role of the SRC is:

- To increase student participation in the whole learning environment;
- To promote decision making and problem solving beyond the classroom context;
- To provide a forum and consultative body where issues pertaining to students from class meetings and school council can be addressed;
- To ensure the rights and responsibilities of students are respected and observed.

**Comments from the School Community are evidence of our success through collaboration:**

**Parents:**

"It was great having the opportunity to work as part of a team with other parents."

"It showed other parents that their level of commitment and involvement in the school can be varied and is valued."

**Staff:**

"The students benefited from the involvement of outside persons eg. Chris Gallus, the children really took to her [sic]."

**Students:**

"We learnt how to perform in front of groups."

"We found out information about people in our class and why they would be a good SRC representative."

## INNOVATION

Cowandilla is a literacy focus school. Within this context, skills of speaking and listening are a particular focus for 1996.

The literacy decision making program particularly incorporated these skills.

Our program was innovative from many aspects. Firstly, our whole school had a common focus which involved all students and the wider community. Development of specific listening skills such as extracting specific information, developing general understanding, critical interpretation and evaluation were all achieved within the context of empowering students in decision making.

Speaking skills with particular emphasis on argumentative genre were developed by students.

The involvement of the wider community in our project, and collaborative planning and teaching throughout the school led to the formal election of an SRC. This has led to many "spin offs" for our students and teachers. We have spoken to students and teachers from other schools including mini course presenters outlining our program. Schools within our literacy focus school network have also been interested in obtaining our documentation for the purpose of exploring such a program in their schools.

Students from Cowandilla were involved in the state wide Sticks and Stones forum which explored programs countering violence. Members of this forum, which included adults from other organisations such as FACS, were most impressed with our students and their ability to speak confidently to an unknown audience about programs in our



*Thanh Phuong Ly with Gallus after the SRC certificate presentations.*

school. One of the programs outlined by our students was the literacy decision making program. As a result, our students have been invited to speak to student bodies in other schools.

### **STUDENT ACHIEVEMENT**

As a result of the literacy decision making program students have developed skills and knowledge that enable them to:

- Effectively participate in the decision making process
- Understand and participate in an election process
- Recognise and utilise the skills of collaboration
- Actively listening and successfully present information orally
- Acknowledge their own skills and those of others
- Participate in a democratic process
- Present an argument, debate and the connected written process (Argumentative Genre)

The benefits to the school and implications for future school management are extensive:

- Student participation becomes an integral part of the school culture
- The wider community become aware of the schools commitment to student participation
- Increased students commitment to the school as a direct result of their involvement in decision making

**Quotes from the school community support these outcomes:**

**Parents:**

*"Satisfying to see the students learning coming together at the election and presentation days."*

**Staff:**

*"The children voted very carefully."*

**Students:**

*"We learnt how to speak in front of people and tell them why we would be a good SRC person."*

*"We learnt how to use argumentative genre."*

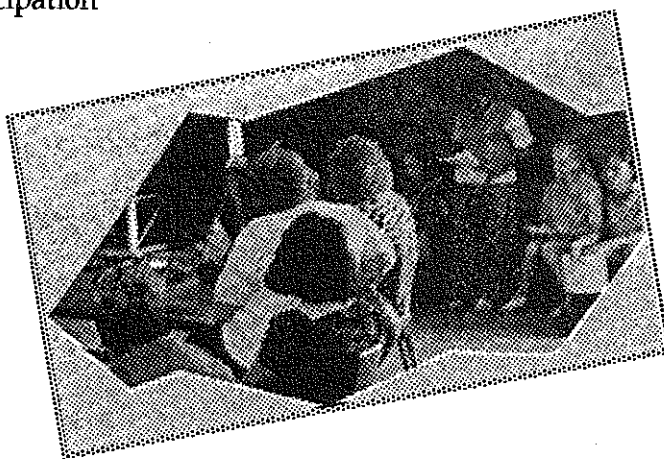
*"We know what a safe school looks like and sounds like"*

*"We put more thought into our votes because -*

- we had a special election day
- we know how governments work
- we learnt just voting for friends isn't helpful"

### **MOTIVATION**

A high level of commitment was generated for this project through the collaborative process used by the School Improvement Committee. The parents, staff and students of Cowandilla identified the need for this program 'together', which led to a high level of enthusiasm towards the project. Extensive training and development was provided for staff to implement the program.



*Here year 6, 7 students are presenting arguments and campaign formats to the staff at a staff meeting as part of training and development.*

Students planned individual election campaigns and volunteered to present soap box speeches during their own lunch times. CPC - Year 7 students came to watch. As a result of the older students modelling reception students took up the challenge and presented speeches at lunch times as well.



Here is Rachel Lindsey and Abaynesh Yekuno involved in soap box campaigns during their lunchtime

Students parents and staff have a greater understanding of the impact student and community participation can have on a schools learning environment. Which has lead to a commitment to conducting regular class meetings, Student Council meetings and having ministers that are responsible for being a member of parent and staff committees to work in specific areas around the school eg: Minister for Environment - a student on the buildings and grounds committee.

Quotes from the school community, documented as part of the programs evaluation is evidence of the high level of enthusiasm towards the project.

**Parents:**

"We felt like professionals."

"We benefited from being a part of the programs planning at all stages."

**Staff:**

"The campaigning was a positive experience for the students."

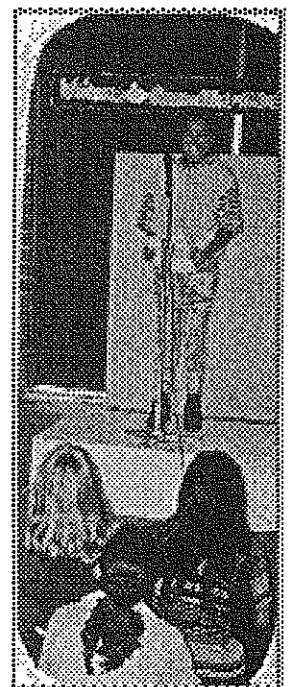
"The students felt valued and saw how serious it was to be an SRC rep."

**Students:**

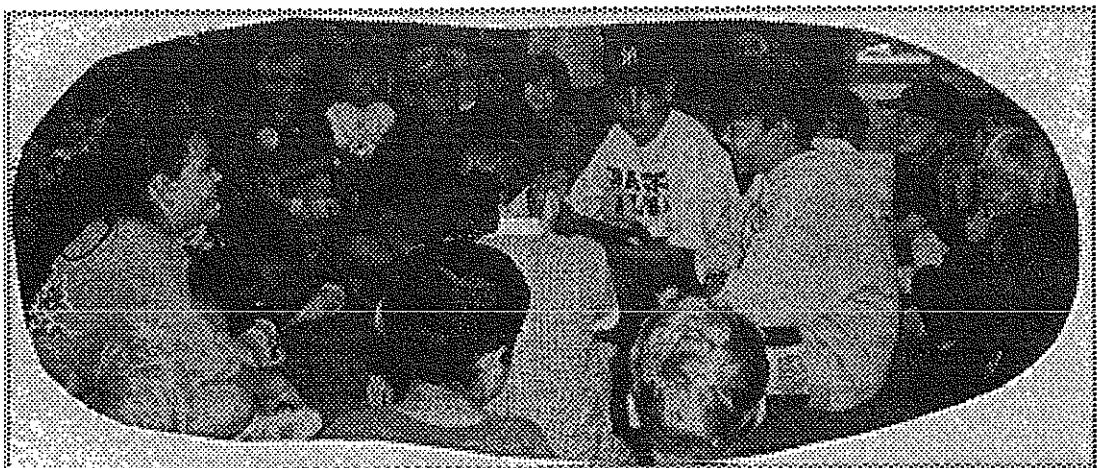
"It was good for Mr Lucas to see all us kids."

"Felt like we were being supported."

"It was good to see our mums and dads there and that they saw what we do at school."



SRC students are modelling class meetings to our Child Parent Centre children (4 year olds) and Reception, Year 1 class (5 and 6 year olds)





## EDUCATIONAL IMPACT

Cowandilla's CPC-7 Literacy Decision Making Program has already been a model for future practice through a variety of state wide education forums, for example:

- Sticks and Stones;
- Adelaide South West Counsellors DECS;
- SAIT mini courses;
- Literacy focus school project DECS.

Positive learning outcomes for all students at Cowandilla were achieved and this success can be attributed to some critical components of the literacy program ie:

- Oral Language/Speaking and Listening:
  - Group-work-brain-storming/ discussions;
  - Reporting back to the class;
  - Note-taking drawing out main points;
- Written Language/Argumentative Genre:
  - Students were provided with models and explicit teaching of the cultural context, purpose, structure and language feature of written arguments;
  - Students developed points for arguments in pairs and shared these with the class before writing their own arguments as to why they would make an effective SRC person. These were presented in the form of posters;
- Language used to promote oneself to a wider audience:
  - Students were supported to present their campaigns through a number of communication mediums eg videos, photos, speeches, pamphlets;
- An important aspect of this program was the flow from informal spoken language to language which was increasingly formal and written. Much of the early work revolved around group discussion where the language was informal as the context was shared and the language was therefore incomplete and impromptu. The reporting back to the class activity was an important stage as in reporting back students were required to use more formal written language as they explained the context and used more complete and structured language. This stage also provided teachers with an opportunity to extend

students language by rephrasing students responses, supplying more technical or specific language;

- Modelling and explicit teaching were also vital elements. These strategies combined with the use of oral language while supporting all students also specifically supported both ESL students and Aboriginal students.

**The positive impact this program has had on student learning is supported by the following comments:**

**Parents:**

"It benefited our kids because they will have a greater insight into how and why our government exists."

**Staff:**

"The program impacted on children's knowledge because it related to their own experiences outside of school."

"Students understood the real voting process."

**Students:**

"It was good to meet the ministers and hear what the ministers did during their campaigns."

You can email Cowandilla direct with your comments at:

[cowandilla@nexus.edu.au](mailto:cowandilla@nexus.edu.au)



# SRC NEWSLETTER

Kadina High School SRC have decided that the way to good communication is to produce a newsletter. Each care group gets a copy. It gets pinned up in the classroom. Issues are discussed in care group time and the care group SRC representative reports back the results of the discussion at the SRC meeting. The newsletter makes sure everyone gets the same information at the same time.

Read their very FIRST newsletter below. Maybe you could contact them to find out how well the SRC newsletters are going.

Write to them at: The SRC, Kadina Memorial High School, Doswell Terrace, Kadina 5554 SA.

This is the first SRC newsletter and it has taken a while but it's finally here. The SRC committees have been very busy and here are their reports for the year so far.

## FUNDRAISING

\$22.90 was made from sports day on the snake guessing. Approximately \$170 was made from selling cans of drink. We have been asked to be involved with Red Nose Day; this idea is being looked in to. World Vision have sent information about the 40 hour Famine.

This year we will once again be supporting the winter sleepout to be held Friday night, 9th of August. Profits made will go to Mission SA to help the homeless. More information will be available soon.

The Asthma Foundation of SA has approached us for a donation and this is being looked into.

Mars Fundraising products have been ordered and student support will be appreciated as profit goes to help them. The idea of a school continental is being looked into as its profits would be of great advantage to our school.

## SOCIAL

Term one Social was held on April 9th with approximately 300 students attending. The profit made was \$600. The profit will go towards future socials.

Both Socials in terms 2 and 4 will be held on Monday nights.

For term 4 Social the DJ will no longer be SAFM. We are looking into hiring Triple J.

## PROM

Jobs have been allocated and the Prom is well on the way. Alison has organised the PTA to do the desserts for the Prom and the most likely venue is the KDRC. This is because we are holding a cabaret style Prom this year.

## LUNCH TIME ACTIVITIES

Organized sports equipment is being distributed at lunch times and is going well.

Basketball was going to be held in week 3 in a teachers versus students format but due to other sport training it will be held at the end of this term.

## GROUNDS

The SRC Grounds Committee has been working to improve the appearance of areas of the school and investigate student suggestions for new facilities. Landscaping is under way at the front of the school and the Grounds Committee will be planting Daffodils in support of Daffodil Day, 23rd August, which is organized by the Anti-Cancer Foundation. Other areas of the school are also being "done up", such as the B 1 block and the area around C7.

Suggestions were received regarding the possible instalment of a school telephone for student use, a colour printer and a Coke machine. Unfortunately, the telephone would be too expensive to install and involved costly monthly rental fees; it was decided the phone would never cover costs and it was not feasible to purchase one. The colour printer suggestion is still being investigated. The Coke machine has been rejected in previous years due to concerns over dental health and nutrition but this suggestion will also be investigated further. The Grounds Committee also collected and recycled cans on Sports Day, making a profit of \$30.

## PUBLIC RELATIONS

The PR Committee has been busy putting this newsletter together and has been collecting the suggestions made in the Suggestion Box and giving them to the appropriate committees.

## OTHER ISSUES

### *Rollerblading and Skateboarding*

The SRC had a visit from a council member regarding the safety of rollerblading and skateboarding in the town centre. The council have decided not to make any restrictions but will continue to keep an eye on safety in the area.

## SUGGESTION BOX

Some suggestions and their results:

- To have a colour printer - Grounds are looking into it.
- Sell Coke at the Canteen - Grounds are also looking into it.
- Invite Maitland Area School to next Social - We had a vote and rejected the idea.
- To have a continental - Already being looked at.
- Return the Bushwalking trips that used to be held - If there is someone willing to take it on it will go ahead.

# YDCOS

## WHAT IS THE YDCOS

The Yorke District Council of Students is a Council made up of two to three students from each secondary school from Yorke Peninsula. The meetings are held once each term at various locations and discussions are held on matters concerning the schools, townships and district.

## WHO IS IN THE COUNCIL?

The 1996 Yorke District Council of Students was made up of:

- Ben Sandercock (Council President) - Ardrossan
- Bronwyn Fraser (Council Vice President) - Minlaton
- Michelle Linke (Council Secretary) - Moonta
- Matthew Redding - Ardrossan
- Malcolm Errington - Ardrossan
- Gary Shields - Moonta
- Michael Shields - Moonta
- Tamara Anderson - Moonta
- Chris Fenwick - Maitland
- Jarred Clasohm - Maitland
- Kylie Wilson - Port Broughton
- Benita Ireland - Port Broughton
- Paul Benson - Port Broughton
- Leah Ayles - Kadina
- Jason Rosewarne - Kadina
- Lyndall Bowey - Kadina
- Robyn Patterson (Support Person) - who has the job of supporting each member of the Council, assisting the Executive and making YDCOS an active, recognised Council on the Yorke Peninsula.

There is a senior and a junior representative from each school. The members of the Council are either elected by or are volunteers from their own school's Student Representative Councils.

## WHY HAVE A COUNCIL OF STUDENTS?

There are many reasons why this Council meets. They include:

- getting suggestions and information from other schools;
- swapping ideas and information on how other Student Representative Councils are run;
- getting to know people from other schools;
- increasing interaction between schools;
- visiting other schools and places on the Yorke Peninsula;
- debating issues and personal opinions.

We have in-serviced Principals and Deputies in the District about SRCs and the District Council. We have discussed how to cope with Year 12, and school sporting attitudes and behaviour. At our meetings, schools tell of their successes and the hurdles which they have encountered. This is a good way to see what is working in schools and what areas we need to work on.

## HOW ARE MEETINGS RUN?

The meetings are run by the Executive, who have to be elected by the other Council members. There is a programme with an agenda which is followed. The program contains a warm up activity which is to break the ice and then the meeting formally begins. Issues are then discussed and a guest speaker is usually invited to talk about one of the relevant issues. At the end of the meeting an evaluation of the day is done and the next meeting is planned. After each meeting the students take back what was discussed to their Student Representative Councils.

## WHERE ARE THE MEETINGS HELD?

The meetings are usually held in a central place. Students travel to the meetings with their Principals and Deputy Principals as they have meetings at the same time and place. The Yorke District Council of Students has strong links with PADAY (Principals and Deputies Across Yorke) and CLYPS (Counsellors Link Yorke Peninsula Schools) as we are all working for the good of the schools.

## WHAT ARE THE ROLES OF THE PRESIDENT AND VICE PRESIDENT?

The roles of the President and Vice President are very important.

The President's job is to:

- keep meetings in order;
- help with decisions;
- run meetings;
- open and close meetings;
- be organised;
- set an example;
- have an open mind;
- listen to everyone's opinion;
- be able to speak in front of a group of people;
- attend the Executive Meeting (the Executives hold a meeting in between regular Yorke District Council of Students Meetings, to discuss and prepare the next meeting).

The role of the Vice President is to:

- assist and support the President;
- work in the best interest of the organisation;
- have leadership skills;
- help run meetings;
- take the place of the President should s/he be absent;
- attend Executive Meetings.

### **OUR COMMITMENT TO THE YORKE DISTRICT COUNCIL OF STUDENTS:**

- to represent our schools;
- to share ideas;
- to pass on information;
- to work with others;
- to understand how each others school operates;
- to find out how students feel about their school;
- to gather and collect information;
- to take back information to our SRCs;
- to contribute ideas;
- to make schools a better place for students as well as staff;
- to meet other people;
- to share school matters;
- to report to our schools on actions discussed at YDCOS meetings;
- to discuss issues;

### **IF YOU WANT TO ORGANISE A DISTRICT COUNCIL OF STUDENTS, IT IS IMPORTANT TO:**

- have a support person;
- have students from a range of schools;
- have students of varying ages;
- organise reliable transport to and from meetings;
- elect an executive;
- keep a record of information and accomplishments;
- have a range of venues for each meeting; eg schools, council chambers, church hall;
- have food and drink breaks.

"Having a council of students is important to maintain communication between the different schools and their SRCs.

The council of students covers a variety of issues from different schools, such as sports behaviour, how other SRCs are run.....

We accomplish a lot during the meetings. We believe that the information gained improves our schools, our leadership skills, our public speaking and increases our confidence.

During the meeting and through our discussions we learn a lot about other students' points of view, which makes us aware of the different opinions people have.

Through the council of students a lot of decisions are made and organised. Eg .... we helped organise a Yorke Peninsula surfing side; we also worked closely with the Principals and discussed with them how we would prefer to be treated in school.

One of the best aspects of the meetings are the friends you meet and the exchange of ideas between schools."

## **Contact the Yorke District Council of Students:**

Yorke District Education Office  
13 Taylor Street  
Kadina  
South Australia 5554  
Tel (08) 88 212555; Fax (08) 88 212 103

This information is drawn from the YDCOS report on the Kids Are The Future web site. See the address on page 18 of this issue - and have a look at the pages to see the photos of the YDCOS.



# EXCERPTS FROM THE YDCOS MINUTES

## THIRD MEETING: 31ST JULY, 1996

### WELCOME

The time was 10 am and Ben welcomed everyone to our third meeting.

### BUSINESS ARISING

- Duck Shooting: schools have placed petitions out.

### CORRESPONDENCE

- Bronwyn Fraser: wrote a letter to Beth Honner, thanking her for her talk at the last YDCOS meeting.
- School Surfing: August 9th - a competition will be held. Correspondence will be sent to schools to gain responses. Schools involved: Yorketown, Minlaton and Ardrossan.

### PRIORITIES

- *How do coaches respond to violence or bad behaviour?*

**Ardrossan:** our PE teacher says play a fair game; you're only there to do your best.

**Minlaton:** we have good coaches. Our netball coach would take an incident to the Principal.

**Moonta:** in nine a side football, got reported to the umpires. The PE teacher does not agree with rough behaviour.

**Yorketown:** coaches like to keep it fair; coaches report back and forth to each other. Any trouble in football was taken back to school, for principals to deal with.

**Kadina:** after incidents occur, people were taken to the principals.

**Maitland:** we have a good coach, who says not to worry about rough behaviour.

**Pt. Broughton:** our coach does not tolerate rough behaviour. If it does happen it gets taken to the principal.

- *Your response if an incident occurs?*

**Ardrossan:** should be reported if the incident is bad.

**Moonta:** there should be a tribunal, like there is in football.

**Yorketown:** people should be banned from Saturday sport, or they should not be allowed to be in the team the following year.

**Minlaton:** depending on how bad the act is, I think that suspension back at

school would be a good idea.

**Pt. Broughton:** incidents should go to school, and a person should then be suspended.

**Umpires:** if they are one sided, it makes the game worse; it causes tension. It's difficult when two umpires see things differently.

- *Country Times Article*

Thank you Michael Shields; the **Country Times** article was good. Another article should be placed in the paper again, in the Youth Talk section.

- *School of the Future*

Visited Minlaton School; it ran workshops involving computers. Two students including Bronwyn Fraser from the YDCOS spoke on the radio about the workshop; well done Bronwyn.

- *Area School Conference*

Robyn handed around a booklet, about the conference. Students need to ask principals about the conference, and find out if there are other students interested.

- *Coping with Year Twelve*

It was useful, but it was in term 2, when year 12 had already started. Robyn suggested next year, getting all the year twelve students together and have a full day seminar. Take back to SRC and discuss at next meeting.

- *Connect Magazine*

Bronwyn discussed the different topics in the magazine. It is a magazine which is about SRCs in Australia. People need to have a read of the magazine, and discuss at the next meeting, to see if we would like to participate in placing an article in the magazine.

- *Sporting Attitude*

Has there been incidence of violence or bad behaviour at your school?

### FEEDBACK...

**Ardrossan:** the sports our school have are surfing, basketball, netball, volleyball, cricket and football. An incident occurred at the interschool football match; it got out of hand.

**Minlaton:** our school has athletics, softball, cricket, basketball and netball. An incident occurred a while ago - a fight occurred - and the game was called off. We have not had another team since.

**Moonta:** our school has basketball, volleyball, football, badminton and netball. An incident occurred in football; the players involved were taken off the field.

**Kadina:** the sports we have are volleyball, basketball, cricket, football, netball and athletics. An incident occurred in football; players were taken off the field.

**Pt. Broughton:** sports at our school are volleyball, athletics and football.

**Yorketown:** our school has athletics, football, netball and volleyball. A netball game became too rough. Football becomes rough at times. Things happen before the game, and people go out before the game with a rough attitude. Incidents that carry on out of school get taken into school.

### SUCSESSES / HURDLES

**Yorketown:** *Hurdle:* people will not sacrifice their lunch for SRC; people are lacking interest. *Successes:* nil.

**Minlaton:** *Success:* grounds committee chopped down trees. The primary school also has a new pergola, and the school has 22 new computers.

**Ardrossan:** *Hurdle:* Junior Social.

**Kadina:** *Success:* social, casual day and new newsletter.

**Maitland:** nil.

**Moonta:** *Success:* new school jumpers; social raised \$350.00.

**Pt. Broughton:** *Success:* going in Winter Sleepout; casual day this Friday; chocolate raffle to raise money for tables and chairs around the yard.

### NEXT MEETING

- Term 2, week 2: full day.
- Executive meeting, 4th September 10.00 am.

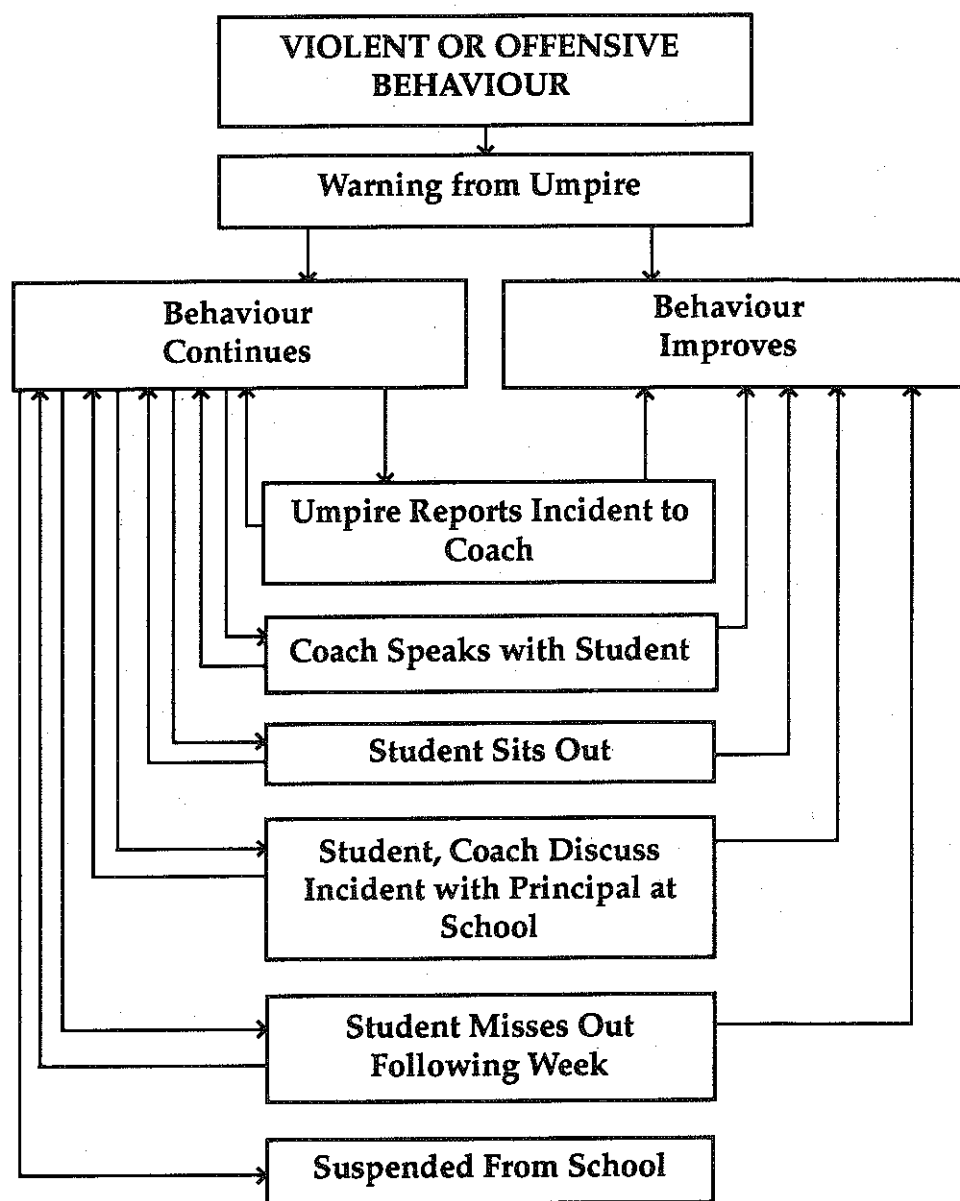
### CLOSE

Ben closed the meeting at 4:10 pm.

Look at the Yorke District Council of Students Proposal on Yorke District Interschool Sports - in response to violence and "bad sports" attitude - next page.

**YORKE DISTRICT COUNCIL OF STUDENTS PROPOSAL**  
**Re: YORKE DISTRICT INTERSCHOOL SPORTS**

In response to violence and "bad sports" attitude,  
YDCOS wish to recommend the following:



AUSTRALIAN CURRICULUM STUDIES ASSOCIATION (INC)



## Negotiating the Curriculum: Whose Agenda?

Biennial Conference - at the Faculty of Education, The University of Sydney

**Thursday 10th July - Sunday 13th July 1997**

Information: Administrative Assistant: phone: (02) 9660 5336; fax: (02) 9660 5072

Email: [acsa97@edfac.usyd.edu.au](mailto:acsa97@edfac.usyd.edu.au)

Register by: Monday 9th June 1997

# OUTCOMES OF ABORIGINAL STUDENT FUTURES FORUM

Wednesday May 29th 1996

## Introduction

As a part of the discussions held in 1996 about the future and schools, the North-East and South-West Regional Services staff organised a one day conference for Aboriginal students.

This is a summary of their discussions.

## CREATING A SUSTAINABLE SOCIETY

*What do Aboriginal students need to learn through their years of schooling that will adequately prepare them for their future as decision makers, parents, workers and in their leisure?*

- gender equality
- computer literacy
- educate all students about racism; proactive strategies to combat racism
- how to have a high profile within community
- Aboriginal perspectives in all subjects
- how to develop networks and links between students in different schools
- understanding of cultural background and knowledge
- anti-Racism training
- how to work with non-Aboriginal people in mainstream society

*What things do Aboriginal students need to know to be effective citizens of the future?*

- how to access services available to them
- how to deal effectively with racism
- increased representation within the workforce and these contributions being acknowledged
- respect for all people/races/ respect for each person as an individual.
- the law/rights and responsibilities of Aboriginal people with society and the law.
- family networks; the importance of family/community networks.
- Aboriginal culture & history; personal identity
- how to deal with racist people
- what services are available to support Aboriginal people
- offerings and opportunities eg University entries; how to access and what is available
- traditional knowledge and education through camps
- cross cultural knowledge

*What do you think are the most important environment of issues facing Aboriginal people over the next 5 to 15 years?*

- a society based on equality for all.
- consideration of Aboriginal people in custody; Aboriginal social workers supporting prisoners.
- resolution of negative media images of Aboriginal people: get rid of "bad name"; change publicity, ie, crime reporting (Aboriginal people being reported as such); crime reduction (this issue is for the whole of society)
- care of environment (pollution, waste disposal etc)
- numbers of Aboriginal teachers
- numbers of AEWs and support available to students within schools
- support to finish Year 12.

## SHAPING THE INFORMATION SOCIETY

*How will technology be important for an education?*

- access to technology: laptops for students who don't have access to this equipment at home.
- technology appropriate to career path chosen; better careers information
- students can make the choice in the future to have a teacher; may be possible to access education at home.
- better access to technology suited to particular jobs
- broader learning; information from a wider field
- technology for new inventions; new ways of problem solving
- knowledge of use of computers
- research based learning; fun; lets you work at your own pace
- skills learnt can be used at a later stage in your life
- provides independent survival skills eg communication, faxes, phones: need greater access.
- technology makes a "crusty" lesson eg "Maths, English" more interesting

*How can teachers make it easier for kids?  
(Turn information into knowledge)*

- more "hands-on" activities to support learning; practical experience/ demonstrations; learning in context
- larger classrooms/work spaces/areas to access for studying
- teaching that students can understand; explaining the task clearly
- work experience and visits to workmates/businesses/organisations so that students get a greater understanding of what skills are necessary
- access to equipment for all subjects
- teaching, explaining the language of technology to students eg optical fibres, and how they work

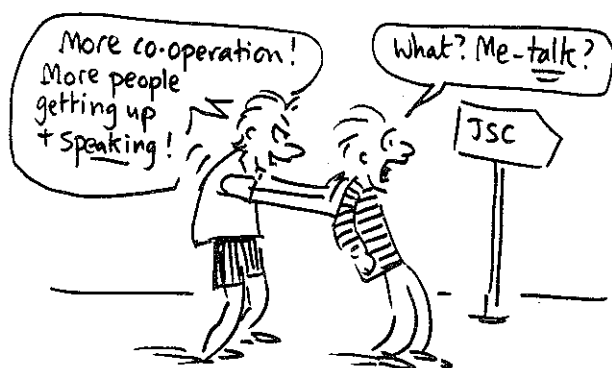


- more "hands on" practical teaching and learning
- teacher acknowledging individual interests in technology and supporting students to learn more in that area
- tuition made available to students (tuition in technology)
- teachers listing and helping students
- teachers following school instructions
- teachers making more rules
- students listening to teachers' instructions

*What might the school or classroom of the future be like?*

- better maintained, cared for
- lots of computers
- everything you need for the day supplied
- smaller classes with equal numbers of boys and girls
- better use of computers and television for teaching
- access to support from teacher; via computer when working from home.
- students advised of what is involved in current unit of work in advance
- current up to date equipment with fast access; not old computers currently in schools.
- high schools linking more with universities
- subjects to include more photography, electronics, plastics, metal work, languages
- need to be a place of communication: important for socialising
- still needs to be personal contact
- must include practical learning
- different subjects: building, playing musical instruments etc
- schools need to be a place for motivation





## "ACHIEVEMENT FOR EVERYONE"

*What do you think Aboriginal students need to help and support their learning through school?*

- able to learn/achieve at their own pace
- less pressure put upon students.
- Individual support AEW/AERT/HPI
- cross age tutoring
- relevant curriculum, to real life situations
- hands-on subjects
- feeling safe and comfortable at school
- peer support
- smooth transition between CPC-JP-PS-HS
- encouraging parent/caregiver participation across educational programs
- availability of sports equipment at school and home

*How do you think schools/teaching/learning needs to be different in the future?*

- access to CD Rom to support learning
- stronger voice on SRC
- bigger schools
- resource centre for lending CD tapes

*What might be the best thing we can do to make sure our children get off to a good start when they begin school?*

- social skills
- teachers need to explain so that students understand task
- teacher / student relationships
- environmental friendly schools
- more Expos
- parents staying in school with children

*How can we make sure that Aboriginal students get the same opportunities from education?*

- Aboriginal Studies taught to all students
- teachers willing to listen to our concerns
- are uniforms important to learning? We should be accepted in schools in the clothes we wear.
- more money to purchase resources for students who do not have access to equipment/resources at home
- increase the number of Aboriginal language programs in schools
- wider subject choice

## CREATING A LEARNING ORGANISATION

*How can Aboriginal students be part of education?*

- have a say
- ensure parents and teachers have a say
- when teachers have meetings with parents, students should get a say in what its about.
- schools should teach Aboriginal languages
- Aboriginal students should have a SRC or representation on the school SRC
- availability of study room, access to computers, and to work on their own
- improved resources; computer/borrowing arrangements
- students negotiate learning and plan with teachers in advance
- teachers supporting students to do the work
- wider subject choice/options
- more teachers/more support.

*What do you think teachers and parents need to learn about how Aboriginal children learn?*

- treat us the same
- listen to us
- when we work together we are not being bad
- that we learn differently and sometimes we write in our language and the teachers try to write it but spell it wrong
- larger schools: more resources, facilities, subject choices
- flexible structures, time-tables, year levels, groups

*What sort of teachers would you like to have in your school or who might teach your children?*

- a sense of humour
- knows about Aboriginal culture
- ones that get to know you
- that don't tell you off for no reason
- ones that talk to you
- that help you out on work
- that don't make a fuss
- give you choices
- make you laugh
- ones that listen to you
- ones that don't get you embarrassed
- kind
- take the time to sit down and go over things
- flexible: reasonable extensions to assignments
- less talk and instruction more "hands on"
- teachers who explain difficulties
- teachers stay longer in the same school without moving around
- relationships: teachers need to find ways to make learning more fun, more interesting.

## **"BEING PART OF THE FORUM"**

- feel safe and secure
- someone to confide in and trust
- to feel needed
- teachers who care/understand you, flexible
- parent support
- better designed buildings made of natural materials
- personal computers
- access to Internet
- working at home on PC
- more SRCs
- more outdoor learning
- parental support
- informal learning areas where help is available
- teachers share power with students
- mainstream employment
- individual help
- in High Schools, teachers move, not students
- better relationships
- more life skills
- parenting
- home economics
- managing money
- shopping
- hygiene
- more work experience
- smaller classes
- personal 1:1 help
- teachers who listen
- NAIDOC & Cultural Week
- other forums covering racism etc

## **GENERAL STATEMENTS**

*Students identified the following issues as being positive aspects of schooling now and/or issues that they would like to improved:*

- being with your friends
- subject areas being offered
- more teachers so there can be smaller classes
- longer break times to reduce stress levels
- all teachers educated in Aboriginal Studies and anti-harassment. More training in sexual and racist harassment procedures
- more Aboriginal teachers and role models
- students having a greater voice within schools
- schools undertaking activities within its community
- where "being treated like adults" is being enacted
- larger Abstudy allowance
- teachers being "more human"
- Aboriginal Studies being taught to all students

*Articles on pages 5 to 18 and 21 of this issue are reprinted with permission from the Kids Are the Future web site.*

*Kids Are The Future (KATF) is a project of*



<http://www.nexus.edu.au/teachstud/students/future/homepg.html>

## Middle Childhood

In the middle childhood years (roughly, grades four through eight), most children will reach puberty, and the associated hormonal changes create interesting interpersonal dynamics within the classroom. Contrary to younger children's preference for same-sex grouping, students now begin to display interest, sometimes in 'silly' outbursts, in members of the opposite sex. While many teachers 'fight' this emerging interest, the use of small groups, allowing some legitimate off-task behaviour, permits natural development to occur within the context of productive work. In addition, students in middle-school grades are certainly much more peer-oriented than teacher-oriented. Group activities permit peer interaction that is constructive rather than destructive to the atmosphere of the class-room. One reason that groups such as Boy Scouts, Girl Scouts and 4H have been so popular is that they offer not just opportunities for peers to work together, but also projects that develop individual goals.

While students in the middle-school grades are much more sophisticated cognitively than young children, they work best on problems of a concrete nature. During this time as well, the development of a sense of industry becomes very important. While the young child happily engages in school work to please the teacher, it becomes much more important for older children to be able to see that the work they do has some purpose and meaning.

## "Do You Need Help with This Problem?"

Pat Gunn

North View Elementary, Kodak, TN

Middle school years - these are the best of times and the worst of times. Laughing, learning, commanding the respect and responsibilities students think they are ready for and deserve. Middle schoolers are very strong and sure... sometimes. And then there are those days of crying, temper tantrums, and feuds. During these days a few kind words, a hug, or just being there might work. My sixth-grade class last year forced me to prioritise, putting English, spelling and reading second to life and the skills necessary to 'make it.'

I teach in a rural, K-8 school located 'across the river' in Sevier County. Many people in the community view themselves as stepchildren in the county, receiving less, being recognised less. Many families have been in the Kodak community for generations; however, with the growth in Sevier County, we are welcoming many students from different areas of Tennessee and other areas of the United States.

This past year my sixth-grade class was relatively small; I had about twenty students. The class was split between boys and girls; approximately half the class had been retained at least once. Academically this class had as much potential as most other classes; however, their social and behavioural problems and the way these behaviours had people reacting to them caused low self-

esteem and affected their academic progress. Identifying the problems was the first step; allowing the students to find ways of dealing with the problems and resolving them is where Foxfire came in....

Initially I hesitated using the Foxfire approach in this context. At the beginning of the year, I had visions of having a great academic experience like some of those I'd heard about during training. After the first couple of months I realised that wasn't going to happen with this group; they were spending most of their time in the principal's office, in in-school detention. We needed HELP!

Before I share a couple of our experiences, I'll introduce you to some of my 'main characters.' I love them all, even though I have gained numerous grey hairs and have learned to keep Tylenol in my drawer. Let me begin with Anthony, who came to us the year before last. Initially the students and faculty were in shock over Anthony; his temper and liberal use of profanity gained him immediate notoriety and a seat in the principal's office. He was a bomb waiting to explode, and all it would take would be a little push, a word - it didn't matter. Anthony's anger at school was a by-product of other things. Helping Anthony to learn to deal with his emotions became a class project. Jon was our mercenary. His solution to

all problems was kill it, beat it, run it over.... His brother, whom he looked up to, participated in Desert Storm. We heard 1001 ways to kill Saddam. Other members of the class helped balance it out. Jeremy, Shannon, Monica, Melissa, Pebbles... Some helped more than others, but we all worked together on the problems and their resolutions. As Jeremy said during one session, "Can't you all see she's trying to teach us and help us deal with our problems?"

Our first experience occurred one day after PE class. Typically this was when Anthony had the most problems, interacting with other students in a less-structured situation. I knew by the look on some students' faces that there had been problems. When everyone was seated, I nonchalantly asked about Anthony, since he was the only missing body. The replies came all at once, like a class paragraph with each child supplying one sentence. The problem, according to the class, had been Anthony's temper and free-flowing use of profanity. Reports had it that he had spared no one, including the coach. He was now in the office. A short time later, Anthony returned to class and greeted me with the look that said, "I'm sorry, I know I blew it again." This time Anthony and I went out to the back porch to talk. We talked about the problem, why it was happening, consequences, relationships and friendships, and finally I

asked the question, "Do you need help with this problem?" He admitted he did, and we went back to class.

The structure of my class and my relationship with my class allowed for an open discussion about the problem. Anthony's problem was affecting the whole class; it was in the best interests of the class and Anthony to address this.

With Anthony's permission, I began our class discussion with a statement of the obvious: "Anthony has a problem, and he needs our help in dealing with it." The statement brought some chuckles, a few remarks like, "I'll say he's got a problem!" and another type of remark from one or two: "Why should I have to help him with his problem?" This remark brought immediate reaction from a couple of others, and I used this as a point of discussion. I asked the class, "Why should we help Anthony?" This presented the opportunity for another list, and the class came up with some reasons I'd expected and some that surprised me. They recognised that he was a classmate who needed and had asked for help. They couldn't turn their backs and not help. They were also able to see that Anthony's behaviour was hurting both the class and Anthony. The class agreed that their 'image' was not very good.

After identifying why we were going to do this, we started brainstorming ways that we could help Anthony. These suggestions went from the soft, compassionate someone-can-stay-with-him-all-the-time-and-nudge-him-if-he-starts-to-go-off, to the radical gag-him-tie-him-up approach. We threw out some of these suggestions, and some class members volunteered to help Anthony during a crisis, working with him in a manner that they and Anthony felt comfortable with. And so we began...

Anthony is not being recommended for sainthood today. We still had problems in class, but the number of 'explosions' decreased, and Anthony's language improved dramatically. Periodically we would discuss, as a class, Anthony's progress. Students who cared saw an improvement; some others didn't want to see anything positive; and still others couldn't have cared less. I

watched a help session one day between Anthony and Shannon, the boy who sat next to Anthony in cluster. Anthony had blown up - literally red-faced, huffing and blowing steam - and Shannon reached across, put his hand on Anthony's shoulder, and guided him through 'cool down.' He used words like, "Settle down, it's okay, don't let it bug you...." This wasn't done with fanfare or forethought. It was spontaneous, caring, concerned, and it made me proud. This experience with Foxfire was a success.

*Anthony ... greeted me with the look that said,  
"I'm sorry, I know I blew it again."*

We worked through several other problems that year using this approach. Usually the class would come to me after PE or lunch with a crisis (I'm still not sure why none of their other teachers were lucky enough to get these problems!). The format became predictable: students would come in mumbling about the problem; class discussion would ensue; we would clarify the problem on the board; list ways the problem could be resolved; the class would make some decisions on the approach; and we would then meet back one or more times to check on the resolution. One approach had the class elect two representatives to bring the problem to the principal and discuss it with him. The reps sat down together, planned what they would say, went through mock meetings, and finally got the nerve to ask to speak to him. When they returned, they shared with the class what was said and how the principal reacted. Later, chuckling, he admitted that they were very scared, but after he gave them a few minutes they were able to present the problem and why they were upset. He understood their problem and was able to express their concerns to the appropriate lunchroom personnel. We may have avoided a major blow-out.

Learning how to deal with frustrations and problems is not easy. For some students, the only way they have seen problems resolved is through physical confrontations, never realising that the confrontation only created additional problems rather than resolving anything. This approach is successful with some students. Students accept responsibility for their actions, learn to think about the consequences for their actions, and approach life with more awareness, reacting not just from the gut but from forethought and planning.

*From Hands On, A Journal for Teachers; Issue 49, Fall 1994;  
The Foxfire Fund, Mountain City, Georgia USA 30562*

#### **Preliminary Notice:**

## **4th National Student Participation Workshop Sydney, July 1997**

**in association with Curriculum 97, Australian  
Curriculum Studies Association biennial Conference**

**Early planning work has started towards this Workshop. If  
you are interested to be involved, contact *Connect* and we  
can pass on details about the Sydney-based planning group.**

**More details in the next issue of *Connect*.**



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# News and Reviews

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1996 Annual Area Schools Conference, SA



## Student Report

This year was the second year that students attended the Annual Area Schools Conference. The major focus of the Conference was on technology and the future, and it was attended by principals, parents, and students.

The students began by getting to know the 40 other students. We discussed our schools, their SRC systems, and the differences in our classes, ie size and lesson type (Open Access, Whiteboard, School of the Air). It was a fantastic opportunity to interact with students and get ideas about how their SRC systems operate, and fundraising ideas that have worked for them. This provided us with a nest of new ideas to help SRC representatives in operating their SRCs with greater productivity.

We had various guest speakers talk about different technologies and how Area Schools are planning to 'keep up' with these technologies. Tours operated to different schools across the city, where we had a look at their computer systems and technology. We saw how these

schools went about setting up large computer systems and how they are maintaining them. We also saw how they provided students with access to them by incorporating computers into the curriculum and providing access during lunch and after school hours. This was one in many chances in seeing how students and teachers are benefiting from them.

Thanks to several TAFE campuses we had a video conference between Noarlunga, Regency Park and Marleston. This was a fantastic example of the technological advancement in education and gave us a good idea of what we would be looking at in the near future in the isolated schools most of us come from. We also had guest speakers on E Team and Open Access who opened our minds to other opportunities available to country students.

It was a great opportunity for students to interact with Parents and Principals, and have their views on many current issues in country schools noticed. Students came away with better communication skills from listening and talking with principals, parents and students that they had never met before, and by trying to get their opinions heard. It was a surprise to many just how well students, parents and teachers got along and the general respect held between them.

All in all it was an informative three days in which we learnt new skills, met new friends and broadened our minds about Area Schools in general. We also came home with new ideas to help us in running our SRCs successfully.

*(From Kids Are The Future web site, SA)*

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## Peer Tutoring

Peer tutoring results in positive outcomes for both tutees and tutors.

A meta-analysis of 65 objective studies of peer tutoring concluded that peer tutoring was effective in producing positive academic and social outcomes for both tutors and tutees. In 87 per cent of the studies, students from classes that included tutoring programs outperformed students from controlled classes. The average effect size across studies was equivalent to raising the performance of students from the 50th to the 66th percentile. Importantly, in

all of the eight studies that included tutee attitudes towards subject matter, student attitudes were more positive in peer tutoring classes.

The effects on tutors were equally impressive. Tutors moved in achievement an equivalent of from the 50th to the 63rd percentiles and their increases in positive attitudes towards the subject matter exceeded that of the tutees.

*Spencer Kagan (1995) Cooperative Learning, Resources for Teachers, Inc, California; p 3:3*

**Thebarton Senior College, SA**

**Extracts from statement on  
DECISION MAKING**

**Councils:**

**Student Representative Council**

**Membership:** formed yearly and consists of students, staff, admin contact person

**Role:**

- to represent students' needs and requests for improved facilities;
- to provide a student voice to staff and administration;
- to provide representation to College committees;
- to provide social activities for students/staff.

**Procedure:** Allocation of tasks is from requests from staff and students approaching representatives and placing suggestions in the SRC box. All items appearing on the meeting agenda are discussed at the meeting. Every attempt is made to address issues that mirror the true feelings of the whole student body. Information is gathered from all groups in the College. Decision-making is by majority vote and consensus, whichever is appropriate. Implementation of decisions is made with the support of staff representatives and the College Administrative Officer.

**New Arrivals Program (NAP) Student Forum**

**Membership:** Formed each semester and consists of student representatives from each NAP class, NAP staff, administration contact person/convenor (Assistant Principal NAP/ESL)

**Role:**

- to represent/give expression to NAP students' needs;
- to provide training in an Australian educational context of decision-making processes;
- to provide student forum representatives who will attend Student Representative Council meetings;
- to provide an increased opportunity for socialisation and English language acquisition.

**Procedure:** Fortnightly meetings to occur during NAP Information and Counselling (I&C) lessons. Representatives provide feedback to their I&C class

on the day of the forum. A NAP student forum survey occurs early each semester to identify needs. A NAP student forum Action Plan is produced based on the survey information. A meeting agenda created by the forum convener after NAP forum student and staff consultation. A meeting minutes roster by volunteer forum members, staff and students. Decisions made by consensus or majority vote as appropriate.

**The Thebarton Senior College Council (Inc)**

**Membership:**

The Thebarton Senior College Council (Inc) shall be constituted as follows:

- The College Principal
- The House of Assembly Member for the district in which the College is situated, or the Member's nominee
- A member of the Corporation of the Town of Thebarton, or the Corporation's nominee
- A representatives of the Universities or a representative of DETAFE
- Up to ten students nominated by the Thebarton Senior College Student Representative Council
- Up to two co-opted members, nominated by the Council from time to time, representing the local community or a local community organisation eg Rotary, Lions, Apex, Chamber of Commerce, or other individuals or organisations
- Three members of the College staff elected by the staff
- A Senior Student Counsellor of the College who shall be nominated by the College Student Representative Council

**Role:**

The role of the Council is to work collaboratively with the Principal of the College to facilitate the best provision of student welfare and learning which is possible within the constraints of the College's resources ... In accepting that the welfare of students is the prime concern of the College, the Council has been formed to facilitate decision making and to initiate action at a local level.

# Clearinghouse

## Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on:

(03) 9489 9052 or (03) 9344 8585

### STUDENT/YOUTH PUBLICATIONS:

#### Australian:

**Democracy Starts Here!** (students and teachers from the LaTrobe District JSC Network, Vic) Dec 1996

### OTHER PUBLICATIONS:

#### Australian:

**Catholic Curriculum Coordinators Newsletter** (Catholic Education Office, East Melbourne, Vic) Term 4 No 4, 1996

**Curriculum Perspectives** (Australian Curriculum Studies Association, Belconnen, ACT) Vol 16 No 4, November 1996

**Education Alternatives** (Caulfield East, Vic) Vol 5 Numbers 9 and 10; November, December 1996

**Equity Network** (ACEE, Darlinghurst, NSW) Vol 2 Issue 4, November 1996

**Ethos P-6 and Ethos 7-12** (VASST, Richmond, Vic) October 1996

**Making Education Work** (National Schools Network, Ryde, NSW) - Conference Papers from the Reform Agendas Conference

**Mental Health Education in Australian Secondary Schools** (National Mental Health Strategy, Mental Health Branch, Canberra, ACT) - Report by the Youth Research Centre and the Centre for Social Health

**Orana** (Australian Library and Information Association, Blacksoil, Qld) Vol 32 No 4, November 1996

**Starlink** (Students at Risk Program, DSE, Vic) Issues 10, 11; October, November 1996

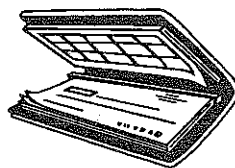
**Swan Hills Homeschooler's Grapevine** (Jane Brook, WA) Issue 11, October-December 1996

**Victorian Parent** (VFSSPC, North Melbourne, Vic) Vol 22 Issue 7, October 1997

**YACSAround** (YACSA, Adelaide, SA) Sept/Oct 1996

#### Overseas:

**Leadership** (National Association of Secondary School Principals - Department of Student Activities, Reston, VA, USA) September, November 1996



## Documents

The documents listed in this column are of general background value. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised list of these documents is now available from Connect for \$3; this can be accessed and printed by topic, key-word etc or simply sequentially.

### Code Description/Pages/Cost

- 431 **NCSS Guidelines and Principles for Student Government** (from *Social Education* 60(5): 307; National Council for the Social Sciences, 1996) (1 p; \$0.50)
- 432 **'Cocurricular Activities Are Not Extracurricular Activities' and 'Advice for Advisers'** (from *Leadership* September 1996) (2 pp; \$0.60)

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NASSP Department of Student Activities  
PO Box 3250  
Reston VA 20195-1250 USA  
Internet: <http://www.nassp.org>

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- Cross-referenced index to contents of *Connect* back issues (\$3)

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### Miscellaneous Resources:

- Students and Work - 1985 Connect reprint booklet #5 (\$5) \$ .....
- 'Youth Radio' issue of 3CR's CRAM Guide (1985) (\$1) \$ .....
- Democratic Decision Making in Schools - Victorian PEP (1987) (\$3) \$ .....
- SRC Pamphlets Set (6 pamphlets; Youth Affairs Council of Vic) (\$5) \$ .....
- \*\*\* Democracy Starts Here! Junior School Councils at Work (1996) (\$7) \*\*\* \$ .....

### Foxfire Resources:

- Sometimes a Shining Moment (Wigginton) (\$25) \$ .....
- Foxfire 9 (Doubleday Anchor) (\$25) \$ .....
- Foxfire: 25 Years (Doubleday) (\$25) \$ .....
- A Foxfire Christmas (Doubleday hardcover) (\$25) \$ .....
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: \$5) \$ .....

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